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ABSTRACT

This presentation addresses problems and possibilities that relate to infusing an international dimension into the social foundations component of teacher education. The presentation's three sections discuss: (1) the present condition of international education within the social foundations; (2) what the condition of international education should be like; and (3) strategies for implementing this dimension in teacher education. (JD)

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INTERNATIONALIZING THE SOCIAL FOUNDATIONS OF EDUCATION

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INTRODUCTION

This paper, "Internationalizing the Social Foundations of Education," addresses problems and possibilities that relate to infusing an international dimension into the social foundations component of teacher education. It is divided into three sections:

1. What is the condition of international education within the social foundations?
2. What ought to be?
3. How to: Stragegies for Implementation.

WHAT IS?

The current state of the social foundations in undergraduate, pre-service teacher education does not reveal a major impetus for international education. Pre-service education in the social foundations conventionally appears as:

1. The introductory course in educational foundations, often identified as "Introduction to Education," "Introduction to Foundations of Education," "American Education," "Educational Policies" or "Educational Issues."
2. History of Education, usually American educational history.
3. Philosophy of Education.
4. Courses such as multi-cultural education, economics of education, and comparative education.

Since the infusion of an international perspective into social foundations is likely to come from these courses, a brief summary examination of their general content and orientation follows:

Introductory Course

The introductory course in the social foundations component often takes three basic forms: (1) a survey derived from such basic social foundations areas as history, philosophy, sociology, and economics of education; (2) an overview introduction to the American system of education, ranging from federal-state-local patterns of education, to curriculum and instruction, to teacher organization; (3) an introduction to educational policy that uses diverse sources, often derived from traditional social foundations, to focus on policy areas such as racial integration, urban education, and teacher organization: (4) courses in "Issues in Education" which generally identify and examine current issues in education such as racism, sexism, creationism versus evolutionism, collective bargaining, etc. Although the issues course often can have an international dimension, it is often neglected or underdeveloped. These four basic forms focus on the school in the American socio-political and economic context. Generally, little or no attention is devoted to the international or global dimension.

Generally, the introductory course in social foundations is taught by professors or teams of professors who have been prepared in a particular social foundations discipline such as history of education or philosophy of education. The textbooks, prepared for the introductory foundations course, are also generally the products of such individuals and reflect their parent disciplines. Strategies to internationalize the introductory social foundations course could take two approaches: (1) direct efforts to add an international theme or dimension; (2) indirect efforts that begin with the parent social foundations disciplines such as history or philosophy of education from which such courses are often derived.

History of Education

While some pre-service programs may include courses in the history of education, it is more likely that historical treatments are derived from the history of education as the framework for or as parts of introductory or issues courses in the social foundations. Specific courses in the history of education, per se, are most likely found at the graduate level although they also exist at the pre-service level. In any event, either directly or indirectly, through other courses, history of education is a significant component in the pre-service preparation in social foundations of education. Several comments regarding the relationship of history of education to international education need to be made, namely, (a) the decline of western history of education, and (b) the insularity of many treatments of American educational history.

The history of western education, which has been declining as component in teacher education programs since the late 1960s, is rarely offered; few textbooks remain in print. In most cases, western history of education -- like its parent discipline western history -- deals primarily with the origin and development of education, its leaders, institutions, and processes, in western culture, usually defined as western European and North American. Except for Russia and the Soviet Union, eastern Europe received at best a brief peripheral treatment. Education in Latin America, Africa, and Asia was likewise ignored, except when treated in terms of settlement and colonization by western European nations. A broadly construed world approach to educational history presents fertile possibilities to integrating the international context into the social foundations of education.

The history of American education has generally been isolated from an international perspective. The general theme in traditional treatments in

American educational history has emphasized the uniqueness of the American educational experience rather than commonalities with the development of other national systems of education. For example, the common school movement of the 1830s - 1840s is often treated as an episode unique to the United States; the progressive movement, from 1900 - 1920, is also treated as unique to the American experience. Neither of these movements are generally compared with similar movements in other countries.

More recent revisionist works in the history of American education have concentrated on specific themes such as "social control," "elitism," "selectivity" or on local, especially urban educational developments. Using quantification and statistical evidence, revisionist treatments tend to be more specific but also more localized and limited to the American context.

American educational history presents scholarly and pedagogical opportunities for internationalizing the social foundations component of teacher education. Whether traditionalist or revisionist, both interpretations present opportunities to internationalize the social foundations component. Among these opportunities are:

1. Treatments of the international transfer, importation, and implementation of educational ideas, theories, and methods, such as Pestalozzianism, Froebelianism, Montessorianism, progressivism, etc.
2. Treatments of the global or international implications of topics such as mass education, popular education, social control, elitism or selectivity for example.

Philosophy of Education

Philosophy of education, like history of education, presents an unrealized potentiality for internationalizing the social foundations. In this area, courses

and textbooks can be categorized into: (1) the older and more traditional treatment of schools or systems of educational philosophy, such as Idealism, Realism, Pragmatism, Essentialism, Realism, Pragmatism, Essentialism, Reconstructionism; (2) language analysis of educational literature and philosophical statements; (3) the analysis of the philosophic implications and broader meanings of educational issues.

Perhaps the greatest contribution that philosophers of education can make is to focus part of their energy on analyzing international education. Its imprecise terminology has made it difficult to deal with and to incorporate it into the curriculum. Essentially, then philosophy of education, if it focuses on international education can provide clarity and meaning.

Throughout its rather long history, international education has acquired an imprecise, ambiguous and often emotional phraseology. Terms such as "world-mindedness," "transcultural empathy," and "world understanding" have appeared. This terminology, while seemingly expressed in hard conceptual terms, often is mired in ideology or emotionalism. Philosophy of education could be a tool in analyzing this elusive terminology and giving it meaning.

Philosophers of education, particularly value theorists, need to address the values related to international transactions and interdependency, such as war, peace, economics, ecology, sovereignty, etc.

Other Course in Foundations

In addition to the courses mentioned earlier, there exists an array of other kinds of foundations courses that can have an international dimension. Among them are multi-culturalism, sociology of education, comparative education, and the economics of education. Of these areas, the paper will

comment on multi-culturalism and comparative education.

Building a Bridge to Multi-Cultural Education

Within the recent past, there has been a raising of consciousness, the development of materials, and the infusion and diffusion of multi-culturalism throughout the teacher education curriculum. Although multi-cultural education exhibits some of the same lack of definition and vagueness that impacts international education, it has benefitted teacher education programs by raising prospective teachers' consciousness about racial, ethnic, religious, language and other areas of cultural pluralism and diversity within the American cultural context. Multicultural education has cultivated attitudes that encourage respect for cultural diversity and for common human interests that are consistent with the overarching goals of international education. Like international education, multi-cultural education seeks to expose ethnocentric and stereotypic biases and to reduce them by broadening human experience.

While recognizing the differences between multicultural and international education, international education can benefit by a careful linkage with multi-cultural education. Multi-cultural education, which developed within the American cultural context, has not been connected adequately to the larger world context. An example of such potential linkage comes to mind with Alex Haley's Roots which examined how a search for his heritage led the author from the American South to Africa.

Using Comparative Education as a Tool in Undergraduate Education

Much solid and sophisticated research and writing has occurred in comparative education. When offered today, comparative education courses are located at the graduate level. In addition, the nature and style of publication in comparative education do not lend themselves readily to

undergraduate teacher education. Further, the various national reports of the 1980s have used comparisons between foreign educational systems (namely, West German, Japanese, and Soviet) and schools in the United States, to point out deficiencies in the American system. Comparative education has many uses. A concerted effort is needed to use and apply resources and insights from comparative education to undergraduate teacher education; this means a fundamental re-ordering and adaptation of insights and materials from this area to undergraduate social foundations courses.

WHAT OUGHT TO BE?

This section of the paper offers some presecriptions regarding the relationship of the social foundations to international education. It offers recommendations on what ought not to be and on what should be done in infusing an international perspective into the social foundations component of undergraduate teacher education.

In seeking to internationalize social foundations of teacher education, it is useful to identify several tendencies that have either obscured or impeded such efforts in the past. Among these tendencies are: (1) additive curricular development leading to marginality; (2) impressionism without depth; (3) ideologically-based programs without academic structure; (4) futurism or utopianism without a sufficient base in historical and contemporary realities.

An examination of the four tendencies identified above illustrates what to avoid in devising strategies to infuse an international perspective into the social foundations of education.

Additive Curricular Development Leading to Marginality

An international dimension in the social foundations needs to avoid the attractive and deceptively easy tendency merely to add on another standard

or requirement to teacher education programs. Such additive requirements operate at the margins rather than at the core of the programs. When marginal or peripheral, they quickly succumb to next push for new "add-ons" and are eliminated from teacher education programs.

The history of international education provides evidence of periods of peak interest and then decline. This ebb and flow of interest in international education can be illustrated by the brief but intense interest in regional or area studies, especially Latin America, in the 1930s, and then its later decline. The most intense period of interest in international education occurred in the 1960s when it was manifested by the Peace Corps, development education and overseas cooperative contracts between American colleges and universities and host countries. These peaks of interest have been primarily additive, however. These additive approaches to international education have led to marginality or its peripheral location in education generally and in teacher education specifically. While marginality has given international education autonomy, it also contributes to its failure to be directly related to the enterprise.

When related to teacher education in an additive fashion rather than located at its core, international education has fallen victim to the short-lived "bandwagon" effect that has generally afflicted educational reforms. Certain reforms such as "team teaching," "humanistic education," or "open-education" have captured the educational scene for a brief period of time and attracted cadres of enthusiastic advocates. After a short time in the sun, they then either became formalized, or lost their vitality, declined, and disappeared.

The avoidance of a strategy of additive reform and its resulting marginality suggest stragegies for internationalizing both teacher education and the

social foundations. An international dimension should be located at the core rather than at the margins of teacher education. A core location might be attained by identifying the "basics" of an international perspective that is necessary to teachers both in terms of knowledge and attitude. This identification of "basics" or necessary concepts could point the way for the infusion of international education into the teacher education curriculum and its diffusion throughout the program as an intrinsic fundamental rather than a marginal or peripheral element.

Impressionism Without Depth

While it is patent that international travel, visits, and exchanges contribute to direct, first hand, and enriched educational experience, they need to be integrated into a well-grounded knowledge base. Often such direct experiences, especially if brief and concentrated, remain impressionistic. Impressions, while vivid, can be distorted, partially correct, or false. The impressionistic tendency tends to exaggerate the "exotic," the "foreign," or the "mythical" elements. When combined with a knowledge base, first-hand experiences can be among the most satisfying and enriching educational experiences. Unfortunately, there has been a tendency in international education to include much that remains at the impressionistic level.

An examination of impressionism in international education leads to several recommendations: (1) direct international educational experience should flow from the "basics" or fundamentals of the structure of an international perspective, and when possible take the form of supervised field experiences; (2) the social foundations, with their cultural and educational breadth, lend themselves to providing a context for direct educational experience; (3) impressionistic literature and materials need to be selected

carefully and examined against a knowledge base when used in the teacher education program and its social foundations component.

Ideologically-based Programs Without Academic Structure

International education, in some situations, has been an extension of ideologies. Ideologically-based conceptions often constrict the knowledge and values associated with international education to achieve specific programmatic goals that are often political. For example, the major political ideologies -- Liberalism, Socialism, Fascism, Communism and their contemporary variants -- have advanced a particular world view that includes an international dimension. In addition, ideologies arising from particular advocacy groups and associations are also specifically programmatic. While international global education has a program as well as a content, it needs to avoid becoming identified with particular ideological stances which tend to lead to political indoctrination.

Futurism or Utopianism Without a Sufficient Base in Historical and Contemporary Realities

Both utopianism, especially pioneering utopian thinking, and futurism have contributed to humankind's world views, planning and projects for the future. They provide us with alternative perspectives for viewing our present condition and for shaping our future. Such desirable goals as world peace. international order, and a more equitable distribution of the earth's resources are persistent desires of the vast majority of the earth's people. These perennial and persistent themes have often been included in and occasionally have formed the major thrust in international education. However, when framed in the utopian-futuristic context, international education often becomes separated from the historical realities of the past and the realities of the present situation. While embracing an open-endedness to the future, international

education needs to be based within an ongoing continuum that encompasses past, present, and future.

The social foundations, with their base in history, philosophy, and sociology and their thrust to policy formulation, are well suited to explore and establish necessary connections between the past, present and the emergent. However, it is necessary to avoid mistaking intentions, regardless of how noble, for realities.

HOW TO: STRATEGIES FOR IMPLEMENTATION

The first section of the paper examined the condition of the social foundations in relationship to international education; section two was prescriptive in that it identified several tendencies that have weakened efforts to infuse an international dimension into teacher education in the past; the next section will suggest some tentative strategies for infusing an international dimension into the social foundations of teacher education programs. Section three, "How To," is divided into two parts: a commentary on strategic themes and a listing of some first steps.

Strategic Themes

While this paper is focused on the social foundations, efforts at infusing an international dimension into teacher education need to penetrate the entire pre-service undergraduate program as a whole; each component of the program needs to relate to the total effort in an integral rather than isolated fashion. With such an integrated perspective of teacher education as a given, three strategic themes are suggested: (1) Creating a Structure for International Education; (2) The Role of the Social Foundations as a Mediator; (3) The International Transaction as an Organizing Theme in the Social Foundations.

Creating a Structure for International Education

As indicated throughout this paper, international education, especially within the framework of teacher education, needs definition and structure so that teacher educators can have a definable area to incorporate within pre-service programs. International education has been an ambiguous and elusive area throughout its long history. Because it is largely inter-disciplinary or trans-disciplinary, it has lacked definition and boundaries. At various times, it has appeared as "foreign area studies," "global issues," "intercultural education," or "world order studies," and so on. As a result of shifting boundaries and imprecise definition, it has often been suspect in terms of its academic content, conceptualization, and rigor. In addition to needed definition and structure, international education needs to be dis-entangled from ideologies advocating specific international programs. It needs to be connected with a matrix of historically derived and contemporary realities that avoids a detached "futurism" or "utopianisn" that ignores such realities.

Efforts in the social foundations to internationalize teacher education need to be related to and integrated with similar efforts in the general education component, and with the professional sequence. There is a need to avoid speculative flights of fancy and to provide a fundmental grounding in the structure of international knowledge. Without becoming simplistic, there is a need to identify and assert the existence of basic competencies that apply to international education. For example, our recent educational past has seen the virtual demise of geography in some schools and its general absence from teacher education programs. Using the area of geography as a case in point, is an international perspective genuinely possible without

some degree of knowledge about the earth, its regions, and peoples?

In order to infuse an international dimension into the social foundations of teacher education, some basic questions need to be posed that will lead to a structure for international education. Fundamental questions need to be asked about the knowledge, structure, content, goals, and processes necessary for international education. We need systematic inquiry that analyzes and uses an extant rich literature and expands it.

Over time, a copious and useful literature on international education has developed.[1] While this literature may be incomplete or inadequate in terms of present needs, it remains a vast resource for structuring the international dimension of teacher education. It needs to be reviewed as a source that can be mined for its applicability to creating a structure for international education.

To create a structure of international education for teacher education, the following focusing questions are posed:

1. What is the knowledge base -- the structural components -- of international education in a person's general education? In teacher education? In the social foundations of education?
2. Why is such knowledge necessary? How will it enhance and increase knowledge about one's own country and its place in the world?
3. How is knowledge of the global system part of a body of disciplined knowledge? what are the appropriate curricular designs and instructional strategies for developing this knowledge?

As part of the commentary on the need for a definable structure for an international dimension within teacher education, an important part of such a structure must relate to the reality of the nation-state and education

for citizenship in the nation-state. In the past, some advocates of international education have tended to minimize the persistent reality of the nation-state. While international education is understandably more complex and varied than relations between nations, a structure of international education that ignores this persistent reality would be incomplete and inadequate.

In dealing with the persistent reality of the nation-state, international education should not assume an either-or position which views the foreign policies of nation-states as discontinuous from the foreign policies of other agencies on the world scene such as corporations, unions, churches, etc. Rather the nation-state and other actors on the world scene should be viewed as being engaged in simultaneous and parallel transactions.

The Role of the Social Foundations as Mediator

As strategies to develop an international dimension for teacher education are developed, the social foundations can exercise the role of a mediator, or a linking agent, between the general education and the professional sequence in teacher education. The social foundations, with their origins in history, philosophy, sociology, are related in a disciplinary way to the general education component; they are also related by their focus on teacher education to the courses and experiences in the professional sequence. As a mediating agent, the social foundations have the potential for exercising a translating role which is itself transactional and linking between these two areas, drawing out the educational relationships, implications, and consequences for both formal and informal education. Specifically, philosophy of education, as well as the other social foundations, can aid in providing a definition for the international dimension of teacher education. History of education with its emphasis on continuity and change in human experience, can exercise a perspective-

building role.

While the most obvious areas in the social foundations for creating an international perspective are history, philosophy, and the social sciences, efforts to create an adequate international base in the social foundations also involves linkage with geography and the natural sciences. The popular concepts of the "global village" and "spaceship earth" involves knowledge of the world environment, ecology, and natural resources. Themes of development and underdevelopment relate to the presence of natural resources and their worldwide distribution. To exercise a mediating role in creating an international dimension for teacher education, the social foundations need to be broadened to include necessary aspects from geography and the natural sciences.

The International Transaction as an Organizing Theme in the Social Foundations

The richness, diversity, but also ambiguity of the international dimension of human experience creates organizational and pedogogical problems for locating it within the social foundations of education. While a variety of strategies may be devised for internationalizing the social foundations, the "international transaction" offers challenging possibilities.[2]

Throughout human history, transactions between peoples of different cultures and nations have taken place. Some of these transactions have been mutually beneficial or symbiotic as in the exchange of educational innovations, health care, or scientific discoveries; others have been parasitic as in the case of imperialism. Nonetheless, transactions of an international nature have occurred in the past. Historians of education, if they focus on the element of the international transaction, can use it as an important integrative theme for the social foundations.

Contemporary advocates of international education have stressed that the contemporary world reality is one of many international transactions in trade, finance, communications, travel, education, information, and military affairs. The theme of the international transaction could be defined by philosophers of education and examined by sociologists of education. It could be a useful overarching concept to begin to provide structure and organization for such a diffuse area as international education.

Some First Steps

Within the social foundations of education, a variety of efforts is needed to infuse and diffuse an international perspective. Among these efforts, the following are suggested:

1. The establishment of task forces within the various foundations of education disciplines and societies to analyze the current status and possibilities of international education within the disciplines. For example, the History of Education Society, Philosophy of Education Society, American Educational Studies Association, Society of Professors of Education, Comparative Education Society and other associations might be encouraged to address the theme of international education.
2. Special summer institutes and workshops could be established to raise the consciousness of social foundations professors and to develop strategies and materials for including an international dimension in their courses. Professors in the social foundations often suffer some isolation in small teacher education units where they may be working alone or from the isolation that comes from departmental specialization in larger units. There is a need to bring foundations professors into interaction and dialogue with scholars from other fields that have a pronounced international

specialization but which may not be directly related to teacher education. Among such individuals are political scientists, historians, economists, journalists, and so forth.

3. Since much of the effort at internationalizing the curriculum of teacher education will occur within departments or colleges of education, a design or model for such reform efforts needs to be developed for institutions. Social foundations should be a part of this design. The Dean's grant model developed to encourage "mainstreaming" might be an appropriate strategy for encouraging institutional efforts airmed at internationalizing teacher education.

4. Textbooks and materials used in social foundations courses remain a vital area that needs to reflect an international dimension. An analysis of currently available textbooks and materials to determine the degree to which they reflect an international dimension would be useful. An effort to raise the consciousness of authors and publishers to encourage the infusion of the international dimension in publications is also needed.

5. Experimental efforts at redesigning the general introductory social foundations course need to be encouraged. Such experiments might include:

   (a) developing international connections with multi-cultural education;

   (b) restructuring and using comparative education as a resource;

   (c) using the international transaction as a focusing theme.

NOTES

(1) Representative works on international education are: F. Robert Paulsen, ed., Changing Dimensions in International Education (Tucson: University of Arizona Press, 1969); Edith W. King, The World: Context for Teaching in the Elementary School (Dubuque, Iowa: Wm. C. Brown Publishers, 1971); Harold Taylor, The World and the American Teacher: The Preparation of Teachers in the Field of World Affairs (Washington: American Association of Colleges for Teacher Education, 1968); Kenneth Melvin, Education in World Affairs: A Realistic Approach to International Education (Lexington: D.C. Heath and Co., 1970); Harold G. Shane, ed., The United States and International Education, Sixty-eight Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1969); Stewart E. Fraser and William M. Brickman, A History of International and Comparative Education (Glenview: Scott Foresman and Co., 1968.

(2) The concept of the international transaction is analyzed in Chadwick F. Alger and Jame E. Harf, "Global Education: Why? For Whom? About What?" (June 26, 1984) typescript.